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## Chapter 2

# STANDARDS



The three standards described in this chapter are process, content, and grade-specific. Figure 1 illustrates the organization of the standards.

### Process Standards

The process standards, or skills, needed for success in social studies for each of the strands are listed below. These process skills address what students should be able to do. For example, one of the process standards for history requires that students be able to demonstrate chronological thinking by creating time lines. The process standards are embedded in the content standards, so teachers should incorporate them into their teaching and assessment of the content standards.

### Content Standards

Following the process standards are the content standards for each strand. The content standards are broad statements of what students are expected to know and be able to do in each area. These standards are based on the national standards from the National Center for History in the Schools, the Center for

Civic Education, the National Geography Education Standards Project, and the National Council on Economic Education.

Listed under each general standard are specific standards, which describe how a student might demonstrate the core understandings described in the general standards. The specific standards

*The sun never shone on a cause of greater worth. 'Tis not the affair of a city, a county, a province, or a kingdom but of a continent—of at least one-eighth part of the habitable globe. 'Tis not the concern of a day, a year, or an age; posterity are virtually involved in the contest and will be more or less affected even to the end of time by the proceedings now.*

—Thomas Paine

- are numbered according to the specific and general standard under which they fall—for example, for grade two, the first specific standard under the first general standard is numbered 2.1.1;
- are numbered for reference purposes and not according to importance, priority, or desired teaching sequence;
- are developmentally appropriate for most students and can be used by teachers to design classroom activities and by teachers and other test writers to develop assessments; and
- are, in a few cases, repeated across grades—in these cases, they should be taught in the latter grades at increasing levels of sophistication and breadth using developmentally appropriate teaching strategies.

Specific standards are listed for each grade from kindergarten through grade eight but are combined for the high school grades in (nine through ten and eleven through twelve). As described in the introduction, the standards in this document assume a particular sequence from kindergarten through grade twelve:

Grades K–2:	Introduction to Social Studies
Grade 3:	Introduction to Social Studies/South Carolina Studies
Grade 4:	U.S. Studies to 1877
Grade 5:	U.S. Studies 1877 to Present
Grade 6:	Early Cultures through 1500s
Grade 7:	Contemporary World Regions
Grade 8:	U.S. and South Carolina Studies
Grades 9–10:	Global Studies (World Geography/World History)
Grades 11–12:	U.S. and South Carolina Studies, Government/Economics

Standards are supposed to identify major goals and concepts. This team did not consider it practical or desirable to enumerate all the individuals, events, or documents that are important for students to know. Rather, the standards provide a framework through which these specifics should be addressed.

The figure to the right shows the organization and location of the strands and general and specific standards as they are presented in this chapter.

## GRADE-SPECIFIC STANDARDS

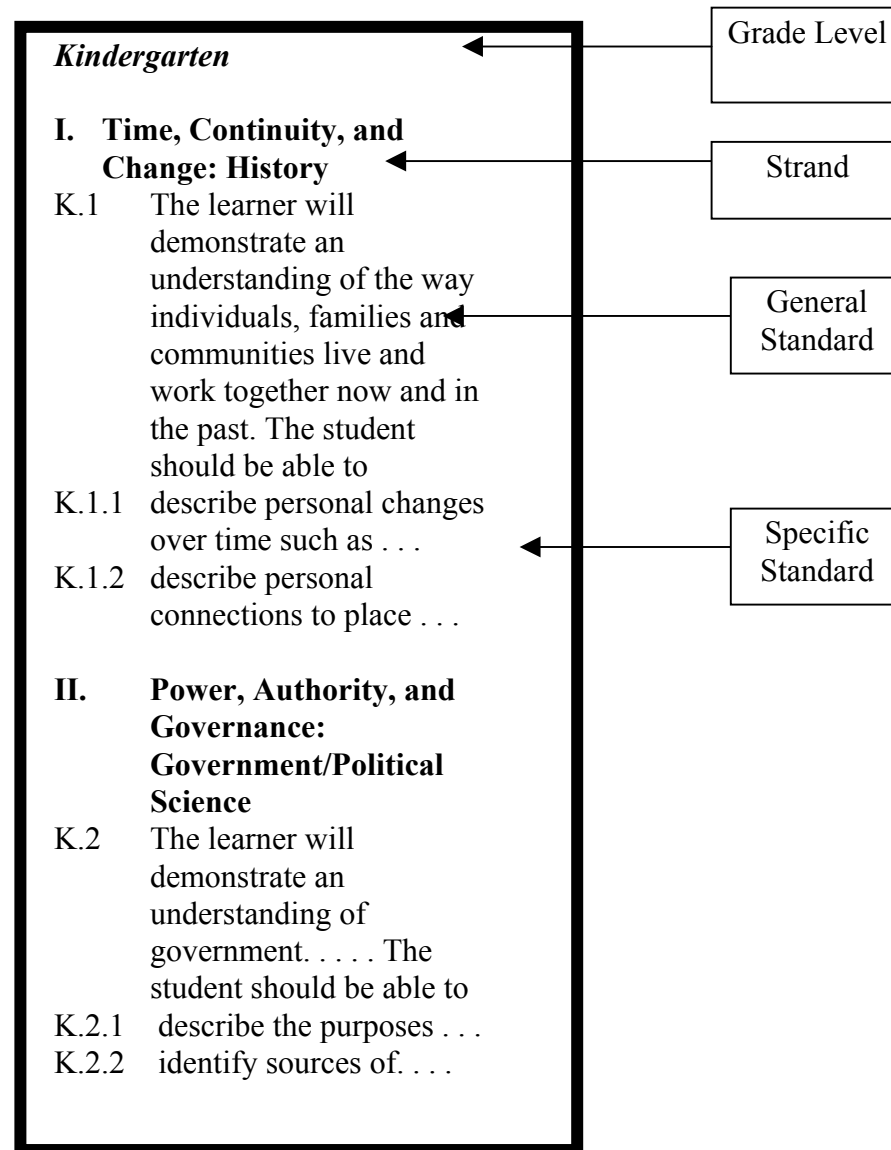


FIGURE 1

## ORGANIZATION OF STRANDS, CONTENT STANDARDS, AND

# Process Standards

## STRAND I. TIME, CONTINUITY, AND CHANGE: HISTORY

<p>A. Chronological Thinking</p> <ul style="list-style-type: none"> <li>▪ Distinguish between past, present, and future time.</li> <li>▪ Use the temporal structure to construct a historical narrative or story.</li> <li>▪ Establish chronological order in constructing one's own historical narratives.</li> <li>▪ Measure and calculate calendar time.</li> <li>▪ Interpret data presented in time lines.</li> <li>▪ Create time lines.</li> <li>▪ Explain change and continuity over time.</li> <li>▪ Compare alternative models for periodization.</li> </ul>	<p>D. Historical Research Capabilities</p> <ul style="list-style-type: none"> <li>▪ Formulate historical questions from a variety of sources.</li> <li>▪ Obtain historical data from a variety of sources.</li> <li>▪ Identify ways in which sources of historical data can be preserved.</li> <li>▪ Interrogate historical data.</li> <li>▪ Identify and seek to fill in gaps in the available records.</li> <li>▪ Employ quantitative analysis.</li> <li>▪ Construct sound historical interpretations with evidence.</li> </ul>
<p>B. Historical Comprehension</p> <ul style="list-style-type: none"> <li>▪ Reconstruct the literal meaning of a historical passage.</li> <li>▪ Identify the central questions the historical narrative addresses.</li> <li>▪ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.</li> <li>▪ Utilize the visual data presented in photographs, paintings, cartoons, and architectural drawings</li> </ul>	<p>E. Historical Issues: Analysis and Decision-Making</p> <ul style="list-style-type: none"> <li>▪ Identify problems and dilemmas in the past.</li> <li>▪ Analyze the interests and values of the various people involved.</li> <li>▪ Identify causes of a problem or dilemma confronting people in historical situations.</li> <li>▪ Propose alternative ways of solving a historical problem or dilemma.</li> <li>▪ Formulate a position or course of action on an issue.</li> <li>▪ Evaluate implementation and consequences of a decision.</li> </ul>
<p>C. Historical Analysis and Interpretation</p> <ul style="list-style-type: none"> <li>▪ Identify the author or source of the historical document or narrative.</li> <li>▪ Analyze historical fiction.</li> <li>▪ Distinguish between historical facts and historical interpretation.</li> <li>▪ Compare different stories about a historical figure, era, or event.</li> <li>▪ Analyze illustrations in historical stories.</li> <li>▪ Consider multiple perspectives.</li> <li>▪ Explain causes in analyzing historical actions.</li> <li>▪ Challenge arguments of historical inevitability.</li> <li>▪ Evaluate major debates among historians.</li> <li>▪ Hypothesize influences of the past.</li> </ul>	

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## STRAND II. POWER, AUTHORITY, AND GOVERNANCE: GOVERNMENT/POLITICAL SCIENCE

<p>A. Explaining and Analyzing</p> <ul style="list-style-type: none"><li>▪ Explain how something works (e.g., electoral system, system of checks and balances, American federal system).</li><li>▪ Analyze reasons for acts, occurrences and trends (e.g., passage of the Nineteenth Amendment, urban riots, voter interest or apathy).</li><li>▪ Explain the causes and effects of events and phenomena (e.g., creation of the Bill of Rights, election of Franklin D. Roosevelt in 1932, high or low voter turnout).</li><li>▪ Analyze the reasons or motivations for the use of emotional language (e.g., to pique public interest, spur action, gain support or sympathy).</li><li>▪ Comparing and contrasting (e.g., limited and unlimited governments, legislative and judicial functions, shared powers and parliamentary systems).</li><li>▪ Distinguish between opinion and fact (e.g., belief that citizens cannot influence public policy vs. available avenues through which citizens can monitor and influence public policy).</li><li>▪ Distinguish between means and ends (e.g., between trial by jury and justice; taxation and public safety; foreign aid and national security interests).</li><li>▪ Clarify responsibilities (e.g., between personal and public responsibilities, between elected officials and citizens).</li><li>▪ Interpret the meaning or significance of events, ideas, phenomena (e.g., ratification of the Constitution, rule of law, impact of immigration).</li></ul>	<p>B. Evaluating, Taking, and Defending Positions</p> <ul style="list-style-type: none"><li>▪ Identify strengths and weaknesses (e.g., of proposed rules, regulations, or legislation).</li><li>▪ Challenge ad hominem and other illogical arguments (e.g., name calling, personal attacks, insinuation and innuendo, circular arguments).</li><li>▪ Evaluate the validity of arguments, analogies, and data (e.g., source of data, omission of data, logical cohesion, circularity of argument, appropriate correspondence of analogies).</li><li>▪ Cite evidence in support or rejection (e.g., reliability of evidence, relevance of evidence, substantiation or contradiction of two or more kinds of evidence).</li><li>▪ Predict probable consequences (e.g., reliability of predictions, degrees of probability, comparability to past instances).</li><li>▪ Evaluate means and ends (e.g., means not conducive to ends, unethical means and ends, ends that conflict with other desirable ends).</li><li>▪ Assess the costs and benefits of alternatives (e.g., numbers of people positively or negatively affected, monetary costs vs. societal value).</li><li>▪ Choose a position from existing alternatives (e.g., analyzing existing positions, judging positions using appropriate criteria).</li><li>▪ Create a novel position (e.g., extracting the best ideas from alternatives, combining elements in unique ways).</li><li>▪ Defend a position (e.g., consistency with fundamental values and principles, costs outweighed by benefits, best and least objectionable among alternatives).</li><li>▪ Respond to opposing arguments (e.g., citing appropriate evidence, countering misstatements or emotive language, pointing out inconsistencies in opposing arguments, accommodating the strengths of different positions, taking into account the best case against one's own position).</li></ul>
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### STRAND III. PEOPLE, PLACES, AND ENVIRONMENTS: GEOGRAPHY

Elementary	Middle	High
<p>A. Asking Geographic Questions</p> <ul style="list-style-type: none"> <li>Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?</li> <li>Distinguish between geographic and nongeographic questions.</li> </ul>	<p>A. Asking Geographic Questions</p> <ul style="list-style-type: none"> <li>Identify geographic issues, define geographic problems, and pose geographic questions.</li> <li>Plan how to answer geographic questions.</li> </ul>	<p>A. Asking Geographic Questions</p> <ul style="list-style-type: none"> <li>Plan and organize a geographic research project (e.g., specify a problem, pose a research question or hypothesis, and identify data sources).</li> </ul>
<p>B. Acquiring Geographic Information</p> <ul style="list-style-type: none"> <li>Locate, gather, and process information from a variety of primary and secondary sources including maps.</li> <li>Make and record observations about the physical and human characteristics of places.</li> </ul>	<p>B. Acquiring Geographic Information</p> <ul style="list-style-type: none"> <li>Use a variety of research skills to locate and collect geographic data.</li> <li>Use maps to collect and/or compile geographic information.</li> <li>Systematically observe the physical and human characteristics of places on the basis of fieldwork.</li> </ul>	<p>B. Acquiring Geographic Information</p> <ul style="list-style-type: none"> <li>Systematically locate and gather geographic information from a variety of primary and secondary sources.</li> <li>Systematically assess the value and use of geographic information.</li> </ul>
<p>C. Organizing Geographic Information</p> <ul style="list-style-type: none"> <li>Prepare maps to display geographic information.</li> <li>Construct graphs, tables, and diagrams to display geographic information.</li> </ul>	<p>C. Organizing Geographic Information</p> <ul style="list-style-type: none"> <li>Prepare various forms of maps as a means of organizing geographic information.</li> <li>Prepare various forms of graphs to organize and display geographic information.</li> <li>Prepare various forms of diagrams, tables, and charts to organize and display geographic information.</li> <li>Integrate various types of materials to organize geographic information.</li> </ul>	<p>C. Organizing Geographic Information</p> <ul style="list-style-type: none"> <li>Select and design appropriate forms of maps to organize information.</li> <li>Select and design appropriate forms of graphs, diagrams, tables, and charts to organize geographic information.</li> <li>Use a variety of media to develop and organize integrated summaries of geographic information.</li> </ul>

<p>D. Analyzing Geographic Information</p> <ul style="list-style-type: none"> <li>Use maps to observe and interpret geographic relationships.</li> <li>Use tables and graphs to observe and interpret geographic trends and relationships.</li> <li>Use texts, photographs, and documents to observe and interpret geographic trends and relationships.</li> <li>Use simple mathematics to analyze geographic data.</li> </ul>	<p>D. Analyzing Geographic Information</p> <ul style="list-style-type: none"> <li>Interpret information obtained from maps, aerial photographs, satellite-produced images, and geographic information systems.</li> <li>Use statistics and other quantitative techniques to evaluate geographic information.</li> <li>Interpret and synthesize information obtained from a variety of sources—graphs, charts, tables, diagrams, texts, photographs, documents and interviews.</li> </ul>	<p>D. Analyzing Geographic Information</p> <ul style="list-style-type: none"> <li>Use quantitative methods of analysis to interpret geographic information.</li> <li>Make inferences and draw conclusion from maps and other geographic representations.</li> <li>Use the processes of analysis, synthesis, evaluation, and explanation to interpret geographic information from a variety of sources.</li> </ul>
<p>E. Answering Geographic Questions</p> <ul style="list-style-type: none"> <li>Present geographic information in the form of both oral and written reports accompanied by maps and graphics.</li> <li>Use methods of geographic inquiry to acquire geographic information, draw conclusions, and make generalizations.</li> <li>Apply generalizations to solve geographic problems and make reasoned decisions.</li> </ul>	<p>E. Answering Geographic Questions</p> <ul style="list-style-type: none"> <li>Develop and present combinations of geographic information to answer geographic questions.</li> <li>Make generalizations and assess their validity.</li> </ul>	<p>E. Answering Geographic Questions</p> <ul style="list-style-type: none"> <li>Formulate valid generalizations from the results of various kinds of geographic inquiry.</li> <li>Evaluate the answers to geographic questions.</li> <li>Apply geographic models, generalizations, and theories to the analysis, interpretation, and presentation of geographic information.</li> </ul>

#### STRAND IV. PRODUCTION, DISTRIBUTION, AND CONSUMPTION: ECONOMICS

<p>A. Identifying (e.g., economics problems, alternatives, benefits, and costs).</p> <p>B. Analyzing (e.g., incentives at work in an economic situation).</p> <p>C. Examining (e.g., the consequences of changes in economic conditions and public policies).</p> <p>D. Collecting and organizing (e.g., economic evidence).</p> <p>E. Comparing (e.g., benefits with costs).</p>	<p>Economic skills to be learned by the end of high school include</p> <p>A. interpreting basic economic concepts;</p> <p>B. analyzing key economic issues that affect our lives as workers, consumers, and citizens;</p> <p>C. analyzing trends of major changes in the American and world economy;</p> <p>D. evaluating data from major economic indicators;</p> <p>E. evaluating different views on economic issues; and</p> <p>F. analyzing the expected and actual consequences of personal choice and public policy.</p>
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## Process Standards for Communicating in Social Studies

<p>A. Communicating in Writing</p> <ul style="list-style-type: none"> <li>▪ Communicate in written form using appropriate writing standards.</li> <li>▪ Communicate their interpretation of issues in paragraphs, essays, and term papers.</li> <li>▪ Communicate their interpretation of research data by formulating a thesis statement.</li> <li>▪ Address the question asked by using relevant evidence.</li> <li>▪ Acknowledge and account for conflicting evidence.</li> <li>▪ Give credit to sources of information using proper citation and bibliographic information.</li> </ul>	<p>D. Communicating with Research</p> <ul style="list-style-type: none"> <li>▪ Develop a research question.</li> <li>▪ Read to understand information.</li> <li>▪ Interpret each writer's perspective.</li> <li>▪ Gather information from multiple, credible sources, including primary and secondary, visual and electronic.</li> <li>▪ Take notes and organize information.</li> <li>▪ Evaluate and categorize information for relevance.</li> <li>▪ Present the information using an appropriate research format.</li> </ul>
<p>B. Communicating Orally</p> <ul style="list-style-type: none"> <li>▪ Communicate in oral form using appropriate oral standards.</li> <li>▪ Present a thesis and supporting evidence using good public speaking skills-speaking skills.</li> <li>▪ Support their interpretations in debate.</li> <li>▪ Practice active listening in order to respond to questions and counter arguments.</li> </ul>	<p>E. Communicating Socially</p> <ul style="list-style-type: none"> <li>▪ Work with others to gather information.</li> <li>▪ Work with others to analyze the consequences of decisions that affect the group.</li> <li>▪ Work with others to produce alternative solutions to a problem.</li> <li>▪ Work with others to compromise and arrive at a decision that is acceptable to the group, respecting conflicting points of view and recognizing individual differences.</li> <li>▪ Develop individual responsibility.</li> <li>▪ Demonstrate responsible citizenship within the school community and the local and national communities.</li> </ul>
<p>C. Communicating Graphically</p> <ul style="list-style-type: none"> <li>▪ Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, and so forth.</li> <li>▪ Use relevant data to produce any of the above mentioned products.</li> <li>▪ Prepare and use materials to visually deliver multimedia presentations.</li> </ul>	

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*Call on thy children of the hill.  
Wake swamp and river, coast and rill,  
Rose all thy strength and all thy skill.  
Carolina! Carolina!*

—Henry Timrod

